

C
P384miJn

P384miJn

Vol. XXVII

NOVEMBER

No. 1

THE NORMAL JOURNAL

RURAL SCHOOL NUMBER



MILLERSVILLE STATE NORMAL SCHOOL

MILLERSVILLE, PENNSYLVANIA

1913

Millersville State Normal School

Millersville, Pennsylvania

ESTABLISHED APRIL 17, 1855

RECOGNIZED AS THE FIRST STATE NORMAL SCHOOL IN PENNSYLVANIA,

DECEMBER 2, 1859

FACULTY

1913-1914

P. M. HARBOLD, A. M.,
PRINCIPAL
Pedagogy

GEORGE W. HULL, A. M., PH. D.,
Mathematics

H. JUSTIN RODDY, M. S., PH. D., F. A. G. S.,
Sciences

MISS ANNA LYLE, M. E.,
History and Civics

MISS SARAH H. GILBERT, M. S.,
English Grammar

MISS AMANDA LANDES, M. E.,
Reading and Public Speaking

CHARLES H. GORDINIER, A. M., PH. D.,
Latin and Greek

IRA R. KRAYBILL, A. M.,
Superintendent of Model School

HOMER F. DILWORTH, A. B.,
English

MISS CARRIE E. MYERS, M. E.,
Assistant Superintendent of Model School

MISS LILLIAN GHERST, M. P.,
History and English Grammar

MISS LETITIA B. CLARK, A. B.,
Latin

MISS NAOMI BAUSMAN,
Supervisor in Model School

MISS ELIZABETH GOWANS,
Art

JOHN M. GROVE, A. M.,
Chemistry and Biology

(Continued on Third Cover Page

The Normal Journal

VOL. XXVII

NOVEMBER, 1913

No. 1

A Study of Rural Schools In Pennsylvania.

INTRODUCTION.—Some time ago when plans were forming for the November number of THE NORMAL JOURNAL, it was decided to make this a Rural School Number. Accordingly, information was gathered from such sources as had not been used heretofore in any collective form.

Questions to be answered were sent to all of the sixty-seven county superintendents of Pennsylvania. To twenty-five patrons of the rural schools of each of the three counties comprising our Normal School district, namely, Lancaster, York and Lebanon, and to twenty-five representative rural school teachers in each of these counties, certain questions were sent which asked for information and opinions from their several points of view. Request was also made for essays by rural school children in which they might express their views on this question.

The following study brings before the reader the data obtained from these sources. It is to be regretted that no essays have as yet been sent to THE NORMAL JOURNAL. Let us hope that these will come in later.

The following papers set forth as nearly as possible the facts as found in the replies sent in.

What County Superintendents of Pennsylvania Say About Rural Schools and Rural School Conditions.

P. M. HARBOLD.

Who can speak more authoritatively on rural school problems than they who see them daily and supervise them? No one. Hence we give the reader their views.

These county superintendents are in a position to give expert information and opinions. Trained as they are professionally, with years of experience and observation, their judgment becomes almost the last word on this important question.

Due allowance must, in each case, be made for local pride and feeling of consciousness that something must be done soon, or that something has been accomplished.

To get definite statements to specific points, questions were sent out to the 67 county superintendents of Pennsylvania. Of the 67, thirty-nine sent in replies, going into detail to a greater or less degree.

THE NORMAL JOURNAL is indebted to these thirty-nine busy men for the time and attention devoted to these answers and for the courtesy of stating frankly their honest judgments on these questions.

To the question, "*Do rural schools in your community meet the needs of rural life?*" fourteen answered, "No." Others answered as follows: "Not entirely, but as well as town schools meet theirs." "They seem to meet the demands, but certainly not the needs; but where ignorance is bliss, etc." "Only partially," "In some they do and in some they do not." "This is a question I do not care to answer with a straight 'yes' or 'no.' I believe the rural school, like all other schools, can do better than it has done or is now doing in the matter of reaching the community it serves."

Two said, "In part"; two others, "Not fully." One said, "Meeting requirements slowly." Other answers: "To a large extent," "Not in all respects," "Partly," "Yes and no," "Not entirely."

Several gave more encouraging replies as follows: "Yes, in fully nine-tenths of the county;" "They do fairly well where we have earnest teachers."

From the foregoing it will be evident to the reader that in a large majority of cases the rural school does not measure up to community demands, or community needs. It is probable, however, that the *demands* of the community and its *needs* were not clearly differentiated in the minds of some who answered this question.

The second part of the first question, "*In what respect do they not meet the needs?*" opened the way for more thought. The answers to this question are interesting and suggestive. There are twenty-one varieties as follows: "Do not see that rural schools should, since eventually many land in the city." "More time should be taken for teaching practical subjects." "They are planned for city systems." "Do not contribute to special rural needs." "Course of study lacks adaptation." "They fail to teach the home life." "In developing better social centers, in training for individual efficiency." "They are taught by people not in sympathy with country life." "Need more interest in agriculture and trades." "Too many of our best boys and girls are leaving us." "Too much book teaching,

not enough of teaching of the subjects allied to life." "Economically, socially, vocationally." "They do not do enough to keep the boy and the girl on the farm." "Rural schools should be made the social centers." "Subjects connected with rural life not taught." "They fail to give the child the fullest preparation for living in the open country." "Pupils leave school too early, fail to give training along industrial lines, to instil proper ideals of home and home making."

Those who have taken a more optimistic view of the work the rural schools are doing now have the following answers to give:

"They give children a fair chance for an elementary education. They fail in making country life attractive." "They afford enough facilities to receive training in fundamental branches of study." "The academic work in our schools is not inferior to that done elsewhere." "Teachers teach in terms of environment and are glorifying rural life."

Adverse criticism seems to indicate that while the so-called academic work is fairly well done, school work on the whole does not seem to be closely related to life in such a way as to turn the knowledge gained in school to any practical account. The fact that the mere intellectual work seems better than the industrial is to be expected. All established principles of teaching as well as the traditions of school work pertain to the academic side of the work of a modern school rather than to industrial and vocational subjects. These phases of the function of the school are too new to have well-founded methods. Every school man and woman will rejoice in the fact that county superintendents consider that part of the work well done which is well enough established in the rural school curriculum to have some accepted methods of instruction.

In answer to the question, "*What are the chief hindrances which keep rural schools from meeting the needs of the community?*" there are 31 different causes assigned.

Seventeen of the thirty-nine superintendents say, "Inexperienced and untrained teachers." Six say, "Lack of school sentiment"; five, "Cheap schools and equipment"; six, "Teachers cannot teach agriculture and home-making"; five, "Short school term"; five, "Lack of financial support"; four, "Low salaries of teachers"; four, "Lack of supervision"; four, "Too many changes of teachers." Other hindrances are: "politics," "religion," "relationships," "bad roads," "too many female teachers," "false notion of an education on the part of the parents," "rural conservatism," "lack of centralization, township unit of control," "poor school directors who do not see the relation of school to life," "isolated," "ungraded schools," "text-books," "lack of libraries," "customs and traditions,"

"prejudice," "low ideals," "small schools," "course of study not suited."

From the foregoing it would appear that the chief hindrances in the way of having good rural schools are removable by the superintendents themselves and the directors or the people who elect the directors. The superintendent is in a position to demand better prepared teachers, while the people and the directors have the power to vote money, better roads, better houses, longer school terms and better pay to teachers to hold them longer in the profession. It must be remembered that lack of school sentiment is a potent factor against school improvement. The remedy here is *education*—education which reaches the hearts and purses of superintendents, teachers, directors and patrons.

The answers to the question, "*Are rural people demanding better school advantages?*" will throw a little light on the above answers. These show that the people and their representatives in school affairs are demanding better things.

In seventeen of the thirty-nine counties, the people are demanding better school advantages and in only one they are not. Other answers are as follows: "Some of them," "Not in all cases," "I feel they are," "Moving slowly but in the right direction," "Yes, but not very loudly," "Demanding better prepared teachers, buildings and appliances."

From these answers one is led to believe that the time is not far distant when better things may be expected.

In answering the question, "*What suggestions have you which you think will improve school conditions?*" fifteen superintendents said, "better trained teachers"; thirteen said, "centralization"; eleven, "better rural supervision"; seven, "better salaries"; six, "better school houses"; five, "keep teachers longer"; four, "longer term and spend more money and in better ways."

It will appear that the foregoing suggested remedies are the outgrowth of the *causes* of conditions. There are, however, several suggestions of special interest which follow here: "Redirection of Pennsylvania Normal Schools," "removal of all Normal School principals not in sympathy with the rural school movement," "law raising minimum age of teachers to twenty-one years," "two State inspectors of rural schools," "higher grade of school officials," "a governor who appreciates country school needs," etc.

While some of the suggested remedies seem a little drastic, there is no reason for not applying any or all for the sake of the schools whose condition is so much deplored to-day.

Inasmuch as much of the criticism of rural schools centers about the teacher and teacher's preparation, it may be of in-

terest to the reader to note the answers to the questions which inquired into the teachers' qualifications as indicated by the grade of certificate held by them. No one thinks for a moment that a teacher's ability to teach is entirely represented by the grade of certificate which licenses him to teach. It does indicate, to a considerable degree, however, what preparation has been made, and to what extent a general education is combined with professional training.

The results of the inquiry along this line show that, in the thirty-nine counties whose superintendents sent replies to this question, there are 310 college graduates teaching, 2939 normal school graduates, 1616 holders of permanent certificates, 1501 holders of professional certificates and 3570 holders of provisional certificates. These figures are a rather interesting comment on the point of qualifications of teachers in the rural schools.

Here is a fact that seems more than a mere coincidence. In that county where the superintendent says rural needs and demands "are met in fully nine-tenths of the county," there are 31 college graduates, 401 normal school graduates, 95 permanent certificates, 12 professional and 19 provisional. There is cause for congratulating the normal schools in general, and especially that Normal which furnishes the great majority of teachers (this is not Millersville) for this particular county.

"*Do you think a special course of training for rural school teachers is desirable?*" was the next question asked. In a general way there is unanimity in the answers to this question. Since the majority consider the lack of training the chief point of attack, the answers to this question are easily guessed. Almost every one answered in the affirmative.

There are several interesting suggestions found in the answers. For instance, one superintendent answered this question by saying, "Not unless higher pay is offered rural teachers. There will be no call for such a course." Another stated, "I am not sure that such a course will help much."

When asked "*Of what should it consist?*" there was again a great variety of opinions. Here are some of the subjects named: Agriculture, rural home making, rural sociology, manual training, economics, a seminar for the study of rural social conditions, rural observation and practice school, nature work, rural school organization, methods of teaching, vocational education, thorough specific training to teach the fundamental branches, child study, psychology, domestic science.

Here is one which draws on the reader's imagination: "Practical instruction for rural schools that has a tendency to idealize." Another very practical superintendent said, "Every teacher ought to be obliged to plant, cultivate and harvest a plot of ground before being allowed to teach agriculture."

In the answers to the last question, "*What relation exists between length of school term, teachers' salaries, and the solution of rural school problems?*" there is some vagueness. At the same time many suggestions are found therein.

In a general way the reader can get some idea of what superintendents think on these points by bearing in mind that eight say, "Must measure up to those of towns"; five say, "greatest hindrance found in these." Three consider a nine month term essential. In general, it is the consensus of opinion that better pay and a longer school term will do much to solve the rural school problem. Here is a rather attractive way of putting the whole matter:

"Short term and low salaries = poor schools;
Long term and good salaries = efficient schools."

To sum up the whole matter it seems that the special needs of our rural schools which can be supplied are (1) better trained teachers, (2) better supervision, (3) better pay for good teachers, (4) a longer school term, (5) centralization of schools, (6) better roads, (7) change in the course of study, (8) better equipment, (9) larger outlook upon life on the part of teachers. The minor points brought up will cease to be hindrances to good work in rural schools once these nine important difficulties are removed. Why not center effort on these?

What Patrons of the Rural Schools Say.

IRA R. KRAYBILL.

The following list of questions was sent to seventy-five patrons and directors of Lancaster, York and Lebanon counties, with a request for a reply. Fourteen responses were received.

1. Do rural schools in your county or community meet the needs of rural life? In what respects?
2. What are the chief hindrances which keep rural schools from meeting the needs of their communities?
3. Are rural people demanding better school advantages?
4. What suggestions have you which you think will improve school conditions?

In answer to the first question, eight of the fourteen persons replying, say, "No"; five answer, "Yes"; while one says, "To a certain extent." Seven say, "Yes" to the third question; six say, "No"; while one says, "Some are." It is probably significant that the number answering "Yes" to the first question should correspond very nearly to the number answering

"No" to the third question, and vice versa. The man who thinks that the schools meet the needs of the community will not be likely to say that rural people are demanding better school advantages. On the other hand, the man who thinks that rural schools do not meet the needs of rural communities will be likely to say that rural people are demanding better schools. In other words, progress can only be made when there is a certain measure of dissatisfaction with present conditions. A close examination of individual replies shows this to be true.

Taking up the arguments of these two classes of rural school observers as indicated in the replies to the second part of the first question, we find those who say that rural schools are meeting present day needs responded as follows: "The community makes the schools," "They offer all and more than is asked for," "Rural ungraded schools tend to give the pupil more self reliance."

The party of protest is more vigorous in the arguments it presents, showing, probably, that it is somewhat easier to criticize than to defend the workings of an institution. These criticisms are as follows: "They might be more practical," "The great majority (of children) do not receive enough education to see the advantages of it," "The ungraded school is not appreciated as years ago." Under question three there is another reply in the same vein, "The rural people take their children out of the country schools and send them to the city schools."

Turning to the second question, we find a great many interesting responses. Six out of the number replying call attention to the lack of interest in educational matters on the part of the community at large; four say that the curriculum is too crowded; two say rural schools are too small; while a few more by their replies to the fourth question, show that they believe the small rural school to be a hindrance to good work. Two say that one of the chief hindrances to progress is poorly prepared and immature teachers; while the same persons speak of a lack of supervision, and a lack of adequate funds. Other hindrances to effective work on the part of rural schools are: "Not enough thinking," "Pupils leave too early," "Salaries are too small."

So far we have been dealing with negative criticisms of the rural schools but such criticism has little value unless constructive suggestions are made. A great many helpful replies are made to the fourth question. As a number found that a lack of community interest in education is one of the chief hindrances to improving rural school conditions, so there are five who think that the way to make good schools is to arouse educational sentiment in the community. Most of the five do not say how

this should be done; but one says, "Show the community that the school is the best paying proposition and the community will stop and listen."

Coming to the definite suggestions that are made for the improvement of rural schools, one is tempted to quote at length from the replies, but space forbids, so they must be summarized. Three people, because the rural school is so small that sufficient interest cannot be aroused, advocate centralization, although one makes the reservation, "If some practical plan for gathering the pupils can be devised." One of the three calls for "centralization and grading with transportation for pupils both as a matter of efficiency and economy." One person says there should be "more suitable houses and playgrounds and more funds." Four observers call for a higher grade of teachers; one man stating the case thus, "(We need) teachers that have the welfare of rural children at heart." Only one of the four seems to have thought of the fact that better teachers will demand and should be paid a higher salary than is now paid. One man calls upon the normal schools to impress upon teachers the importance of improving rural conditions. Four of the replies say that the curriculum needs to be adjusted to rural needs. They all ask for a more practical course of study. To quote one reply, "For the last thirty years the schools have not made the advancement in our community that they should have. True, they have made advancements, but they have not (advanced) as much as the conditions of the community—and the needs of thirty years ago are not the needs of today." Another man says, "There should be a course that will impress pupils with attractions of rural life and the advancement of agriculture." Two observers ask for better supervision, both speaking of better directors, while one of them says there should be supervision equal to city supervision, which of course would mean professional supervision.

What Teachers Say About our Rural Schools.

IRA R. KRAYBILL.

The following list of questions was sent to seventy-five teachers in Lancaster, Lebanon and York counties, with a request for a reply. Out of the seventy-five letters sent out only six replies were received.

1. Do you expect to remain in rural school work? Why?
2. If not, what conditions would lead you to consider making rural school teaching a life work?
3. Do you feel that there are any respects in which your school does not meet the needs of your community?
4. How do you think conditions could be improved?

In reply to the first question three say, "Yes"; two, "No"; and one is undecided. The one who is undecided, however, seems to imply at another place that he would not remain in rural school teaching. Those who expect to remain at teaching in rural schools give as one of their reasons a love for rural school work; one of them intimates that although the salary is insufficient he remains in the field because of convenience to the school and because of the great need for good teachers in rural schools. Those who do not intend to remain in the work do not hesitate to say that they intend leaving the work because of insufficient pay. One of them says, "No. Because after thirty years of teaching I must do something to provide against going to the almshouse in my old age."

In answer to the second question we find replies such as these: "Better directors," "Better houses, equipment and supplies," "Longer term," "Fewer classes to teach," "Assurance that I and my dependants would be provided for when I lose my earning power."

It is an interesting point to find that, where only eight out of fourteen replies from patrons and directors criticize the school for not meeting the needs of the community, five of the six teachers who replied felt that their schools were not meeting community needs; even the sixth one said that he thought his school met the needs of the community only "fairly well." One teacher says there should be less Latin and more Science, especially Domestic Science; another says, "It does not afford the facilities to give the child a modern education."

A number of suggestions are made to improve conditions. Evidently the teachers think there is room for improvement on the part of the directors, for two of them ask that the school be taken out of politics, and another says that directors should be appointed and not elected. Several of the teachers ask for more co-operation from parents and directors. Three say that higher salaries should be paid, and one calls for better teachers, evidently supposing that better salaries will secure better teachers. One teacher says, "Inspect the work of teachers and reward good teachers by extended terms and increase of salary." Five of the six teachers say that more attention should be paid to one or the other of the following: "More practical arithmetic, agriculture and mechanical arts," "Domestic science," "Industrial education," "Commercial work." The sixth teacher is the one who says that the schools do not give their children a modern education, though he does not specify what this should be. He evidently means some form of industrial or vocational training. In other words, all of the teachers who replied thought that more attention should be given to the so-called "practical" aspects of education.

What Ex-Superintendent Brecht has Said on the Improvement of the Rural Schools

At one of the general sessions of the P. S. E. A. at Harrisburg, December 28-30, 1910, Ex-County Superintendent of Lancaster County M. J. Brecht expressed some advanced views on the improvement of the rural schools which will add much to this little study. It is to be regretted that the entire paper cannot be printed here. Those who really are interested in the improvement of rural schools, will do well to turn to the Proceedings of the Sixty-First Convention of the Pennsylvania Educational Association, (1911) pages 25 to 29.

Mr. Brecht introduces his readers to his theme by stating that "The socialistic or community feeling has hardly been suffered to appear in the rural schools improvement. Our people proceed on the principle that each neighborhood must take care of itself in this matter and, if it is fortunate enough to succeed in its object, it must refrain from encouraging too freely the extension of that improvement to other districts or neighborhoods in the township."

Continuing in a later paragraph Mr. Brecht says, "There is no valid reason why the country district, like its town neighbor, should not be spirited enough to build all its school houses after some approved up-to-date plan." He thinks a more liberal local support would bring about this change.

Arguing for centralized schools in the rural districts he gives these important advantages for such schools.

1. The centralized school having hundreds of pupils under a well supervised teaching force will work with greater spirit than is found in the one room school.

2. "Such a community school would have a broadening effect upon the tastes and ethical views of the children."

3. "No better solvent could be devised by the State to break up the individual differences of opinions upon such public questions as the maintenance of the schools, the construction and care of the public roads, the building of bridges and the opening of trolley lines, of the adjustment of the endless question of assessments and taxation, than to place the rising generation under the same roof for instruction under a system so organized that each pupil will duly receive his proper share of attention."

4. "A central institution of this kind will offer facilities for general culture that the single school of the rural district could not furnish."

5. Special talent could be discovered and its culture encouraged in the centralized school

6. The centralized school could give encouragement to lyceums and debating societies, which were once a potent factor in developing men of ability in rural communities.

7. It is but a step from the lyceum and debating society to the community library.

After more than a quarter of a century of experience in the careful supervision of the schools of Lancaster County, Mr. Brecht's views come with great force. He was ever a keen observer, whose judgments were well seasoned with proper perspective and a delightful mental poise.

Some Books Dealing with Rural School Problems.

THE IMPROVEMENT OF RURAL SCHOOLS, by Elwood P. Cubberley. (Houghton Mifflin & Co.) The educational world owes a debt to Prof. Suzzallo for editing the excellent Riverside Monographs. Not the least important among the thirty volumes already published in the series, is Prof. Cubberley's excellent little book on "The Improvement of Rural Schools." The book is not a discussion of the methods of teaching a rural school; it is rather a statesmanlike analysis of the underlying principles that must guide educators in solving the rural school problem.

Of the four chapters, the first is devoted to a statement of the problem. In the second chapter Prof. Cubberley pleads for more money for rural schools; the money must be raised largely by the state and apportioned in such a manner that educational opportunities in the state may be equalized. The author takes up the subject of better organization in the third chapter. The advantages of a county system of school control are shown. Better supervision is the subject of the fourth chapter. If country schools are to be efficient they must be as carefully supervised as the best city schools. This means that the county superintendent must secure additional expert supervisors.

No school director should miss reading this little book. Not everyone will agree with the author on every point, but it is safe to say that no person interested in rural life can read it without getting much food for thought.

—IRA R. KRAYBILL.

NEW IDEALS IN RURAL SCHOOLS, by G. H. Betts, is a definite contribution to a subject that is demanding attention. His presentation of the subject involves four great ideals, viz., the problem of the school, the social organization, the curriculum, the teaching.

The problem is clearly and definitely stated, the general problem being the same as that of any other type of school-efficiency, an efficiency that involves knowledge, attitude, skill. The special problem, however, grows out of the nature and needs of the community that supports the school; hence the primary function of the rural school is to educate for the life of the farm.

The solution of the problem is indicated in the remaining chapters of the book, as follows:

"Social Organization," which deals with the relation of community and school, shows the necessity of consolidation and suggests practical means for the accomplishment of the consolidation. It is a chapter of vital interest to parents.

"The Curriculum" discusses analytically the value of all subjects taught and is filled with valuable suggestions for both director and teacher.

"The Teaching" is a strong arraignment of the teacher, and shows most clearly the need of broad pedagogical training and of efficient supervision.

—CARRIE E. MYERS.

Supt. O. J. Kern's book, *AMONG COUNTRY SCHOOLS*, is a plea for the enrichment and enlargement of the life of the country child. He aims to make teachers and school officers see that the rural school must be made the medium for the spiritualization of country life. This demands improvement of the educational plant, and a close relation of studies to the material and social environment. How the rural school can be made attractive by indoor decoration, beautifying of school grounds, and by the adoption of a curriculum which will fit the pupils for service by enabling them to do things as well as to know about things, is well discussed. The consolidated school seems the best solution for the educational necessities of country people; but this school, however, must remain a country school and not become a city school. Supt. Kern shows the need of such an adaptation of the course of study that farmers' children may be fitted for farm life rather than be drawn away from it. The entire book will interest anyone alive to the great need of improving the efficiency of the country school which must give the proper training to fit boys and girls to handle the most vital business of our nation.

—NAOMI BAUSMAN.

THE AMERICAN RURAL SCHOOL, by H. W. Foght, is an interesting survey of the rural school movement in the United States, in its various phases. As the preface states, it is intended for "rural school teachers, superintendents, and schoolboard members, for teachers' reading circles, normal school training classes, and all the public at large who are interested in the profound movement to make our American rural life richer and its labor more effective by means of schools adapted to the changing needs of rural society and the demands of modern life." It does not deal with pedagogy, but it is concerned, mainly, with the organization and equipment of the school. Of special interest to the teacher are the chapters on Indoor Furnishing and Art; Nature Study and School Grounds; School Gardens; The Library and Rural Communities; Hygiene and

Physical Education. Several of the topics discussed have reading lists appended. The book contains a number of good illustrations. (MacMillan, 1910. \$1.25.)

—HELEN A. GANSER.

Rural School Libraries.

HELEN A. GANSER.

The reading habit, like most other good habits, is most easily formed in youth, and it is the duty of the teacher to see that the child learns to know and love good books. This is a most important part of his education, and if it is slighted the child loses something that might have had an ennobling influence over his entire life.

The rural school, isolated from public libraries, stands in particular need of a school-room library. In it should be found not only reference books to supplement the various text-books, but also recreational reading for the pupils. Town and city school systems, even in close proximity to public libraries, are gradually establishing collections of books for use in the schools, and it is not fair to deprive the country child of similar privileges.

The Pennsylvania School Code, regarding school libraries, provides that "the board of school directors in any school district in this Commonwealth may annually appropriate for the support and maintenance of any public school library in its district, out of its annual school taxes, such sums as it may deem proper, not exceeding one mill on the dollar of the total valuation of taxable property in the district."

School boards interested in the success of their schools will do well to make such appropriations. Teachers and pupils by their own efforts may supplement the library fund. Some schools annually raise money for library purposes by entertainments and sales.

A Few Helpful Lists of Books for School Libraries.

Brooklyn Public Library Books for boys and girls, approved for use in its children's rooms. 1911. Free.

Buffalo Public Library Classroom libraries for public schools. Ed. 3. 1909. 25c. Books arranged by school grades. Also contains suggestions for school reference libraries.

Kennedy, H. L., compiler—Suggestive list of children's books for a small library. Wisconsin Library Commission, Madison, Wis. 1910. 25c. One of the best.

Oregon Library Commission—List of books for school libraries in the state of Oregon. 1907. In two parts: 1, books for elementary schools and for country districts; 2, books for high schools.

Bulletins on Rural Schools.

The U. S. Bureau of Education has issued the following bulletins. They are for sale at the office of the Superintendent of Documents, Washington, D.C. They should be ordered by number.

Brown, H. A. Readjustment of a rural high school to the needs of the community. (Bul. 1912: No. 21; Whole No. 492.) 10c.

Leiper, M. A. Teaching language through agriculture and domestic science. (Bul. 1912: No. 18; Whole No. 490.) 5c.

Monahan, A. C. Status of rural education in the U. S. (Bul. 1913: No. 8; Whole No. 515.) 15c.

Monahan, A. C. & Wright, R. H. Training courses for rural teachers. (Bul. 1913: No. 2; Whole No. 509.) 5c.

Mutchler, F. & Craig, W. J. Course of study for the preparation of rural school teachers. (Bul. 1912: No. 1; Whole No. 469.) 5c.

Updegraff, H. & Hood, W. R. Comparison of urban and rural common-school statistics. (Bul. 1912: No. 21; Whole No. 473.) 5c.

Two Interesting State Board Publications.

The State Board of Education of Pennsylvania recently issued a bulletin of the Educational Library which it is intended shall be at the disposal of "teachers, superintendents, school officers, lawyers, physicians, ministers, members of women's clubs, and other civic, professional or lay organizations." This is Bulletin No. 2, bearing date October, 1913. The books of this library will be "loaned on condition that the person who receives them will return them within one month after the time of delivery."

On school architecture, 8 books are listed; rural schools, 8; school games and playgrounds, 8; school gardens, 6; school hygiene, 11; vocational guidance and education, 10; school agriculture, 7; eugenics, 7; exceptional children, 6; school administration, 6; general books for teachers, 21; and several contemporary educational publications of the encyclopedia type.

Prior to this issue a bulletin on the "One Room School Buildings" was published by the same board. In it are many valuable suggestions for directors who determine the location and character of school grounds as well as the size, character and sanitary arrangement of the school houses. These are definite efforts of the State Board which will count for great good among the schools of our State. While it has not done anything radical, the State Board of Education has moved forward doing no small amount of constructive work.

The Normal Journal

Published by the Trustees of the State Normal School of the Second Normal School District of Pennsylvania.

Issued quarterly, in the months of November, February, May and August. Designed to afford a means of communication between the Millersville State Normal School and the educational public.

Entered as second-class matter at the post-office, Millersville, Pennsylvania, June 30, 1913.

THE NORMAL JOURNAL is sent regularly to the members of the Alumni Association of the Millersville State Normal School, and to the superintendents of schools and others interested in education.

No subscription price is charged for THE NORMAL JOURNAL.

All communications should be addressed to P. M. Harbold, Principal, Millersville, Pa.

The Rural School.

All schools are under fire at the present time, but none more so than the rural schools. Much of the criticism current in popular magazines, newspapers, educational papers, and on the lips of the platform orator, has in it enough of truth to cause some serious study and investigation. Almost every one is trying to find causes for conditions or suggesting some remedy. The fact that the educational advantages offered in the little red schoolhouse of a generation ago have made such lasting impressions and won such high esteem among men is very significant. It is significant because it was the educational beginnings of many men who have accomplished much in the world of deeds. Whether the education received there or the hardships and deprivations connected with the life surrounding the rural schools of early renown proved of greater worth to boys and girls, no one seems quite prepared to state.

The order seems to have changed. Even men who pride themselves on being the product of the little schoolhouse by the roadside now devote their attention and energy to the criticism of the work done there at present. Do rural schools not measure up to the standards set by the products of the same schools fifty years ago? Or do the people who criticize expect more of rural schools than may justly be expected of them?

It is of no particular interest to any one, and surely not of any value here, to state again the so-called changed order of things in the industrial world. Certainly the old order is changed,

and the ideals of home, of education and of many other institutions, are likewise modified. Nor would any one care to return to the order of things as they were then. Educationally considered, we are concerned with what the school—especially the rural school—should do now for the coming manhood and womanhood. If this school, as organized, officered and equipped, does not fulfill its mission, the people of the community should see that necessary changes are made.

The two things, more than all else, now that we have facts concerning conditions and ideals of what rural schools should be, which will contribute to the making of better schools, are *education* and *determination*: education as the guide to wise procedure, and determination as the motive power to carry into effect an educational policy which looks *about* and *forward* and not backward. Working along these lines, men will be branded as cranks and reformers out of time. Many a one will lose office and others will be obliged to change professions, but these are the extravagances of progress and the cost of change.

The Summer School Experiment.

So successful was the first term of our Summer School that at the September meeting the Board of Trustees voted to continue the plan. On June 29, 1914, therefore, the second summer term will open to continue for six weeks. As before, the Faculty will be composed of many of the heads of the departments of the Normal School.

The surprise that came to many of those interested last summer grew out of the fact that many graduates came to do some additional work. This affords a good opportunity for graduates of the three year course to finish the four year course studies. To do this students will need to finish the following studies in addition to those of the three year course when no substitutions were made: School Law, English History, 4th Book of Cæsar, Spherical Geometry, 3 additional orations of Cicero, 3 additional books of Virgil, School Sanitation, Agriculture, third term Drawing, one term of Manual Training, and Public Speaking. Our Summer School plan will provide for practically all of these studies.

A number of our recent graduates are planning to take many of these studies during the *Spring Term* of 1914. which begins March 24, 1914. The School program will be planned to accommodate these.

Our Winter Term begins Monday, December 8, 1913.

New Teachers in the Music Department.

We take pleasure in presenting to the readers of THE NORMAL JOURNAL, Miss Louise M. Crowell, of West Dennis, Massachusetts, who is now teacher of Voice Culture and Public School Music and head of the Music Department. Miss Crowell has had wide experience in concert work and voice training, as well as in public school music. The course in public school music will be very considerably modified so as to include approved methods of teaching.

We also take pleasure in presenting Miss Marion Coursen, of New York City, who is now teacher of piano. Miss Coursen is decidedly musical and has had considerable experience in teaching piano. She was a disciple of and assistant teacher for Huss, a prominent New York composer.

The Philadelphia Branch of the Millersville Alumni Association will hold its annual meeting in Philadelphia, Friday evening, Nov. 14th, in the School of Industrial Arts, Broad and Pine Sts. All graduates and former students are cordially invited to attend this meeting. For further information write to Miss Laura V. Whitcomb, Sec., 620 DeKalb St., Norristown, Pa.

On May 26, 1911, a large sized Normal Society Alumni pin was found in Lancaster on East Orange Street between North Queen and Duke Streets. This pin no doubt belongs to an alumnus of the school, and as the owner was advertised for and no one has claimed the pin up to the present time, we take the liberty of advertising it again through the columns of the JOURNAL, in the hope that the owner may be reached.

Of Historic Interest.

The readers of THE NORMAL JOURNAL will be interested in the program found below. The original of it was handed to the Principal by Misses Anna and Barbara Bausman, of Millersville, who found it in an old book in their possession.

NORMAL SCHOOL COMMENCEMENT.

Millersville, Pa., September 2, 1859.

Essays and Orations of the Graduating Class.

Oration—Creation Designed for Man	A. O. Newpher,
	Millersville, Pa.
Oration—The Statesman	J. W. Dickerson,
	East Sterling, Pa.
Essay—Nothing to Do	Miss Lydia W. Stephens,
	Norristown, Pa.
Oration—The Dangers of Republics.	Edward S. Hutchinson,
	Newtown, Bucks Co., Pa.

MUSIC.

The Presentation of Diplomas.

MUSIC.

Valedictory Oration John M. Peoples,
New Providence, Lancaster, Pa.

MUSIC.

Address to the Graduates.

MUSIC.

Adjournment.

The above program seems to be a copy of the first commencement exercises held at the Millersville Normal. However, in the Lancaster Intelligencer of March 16, 1858, an interesting account of closing exercises is found, a copy of which was sent to the Principal by Miss Anna Hartman, '58. The Senior Division Oration was delivered by A. R. Byerly, subject "Opposition as a Means of Mental Development." At the evening exercises Robert Tyler, Esq., of Philadelphia, addressed the Literary Societies on the "Life and Times of Benjamin Franklin." The Valedictory was then delivered by John G. Moore, after which J. P. Wickersham, Principal, addressed the students.

The foregoing was part of the program of closing exercises "of the fifth session of this highly prosperous Institution."

In this connection it will be interesting to all to learn that Dr. Letitia Frantz, daughter of Mr. Andrew Frantz, deceased, who for many years was Secretary of the Board of Trustees, has handed to the Principal all the deeds of all the tracts now included in our campus. Other valuable papers were also handed over to the School. All of them are now in safe keeping in the School vault.

Improvements in the Science Building.

H. JUSTIN RODDY.

Feeling that better facilities as well as more space were necessary for the successful teaching of modern science, the authorities of the School have made a number of important changes and additions to the Science Building. These changes, with the good equipment in the various departments of the science work, now furnish superior conditions for the prosecution of science study. Among the changes are the following:

(1) The Museum room, not all of which will ever be necessary for museum purposes, has been divided and the northern half fitted up for a class room and biological laboratory. It is

a very large room, giving ample space for biological work and admirably situated with reference to light for microscopic work. The heating is by direct radiation and it will be, when entirely completed, supplied with running water and a large aquarium for the study of living aquatic animals and plants.

(2) The chemical laboratory has been placed in the large northeast room in the basement. To fit this up a thick cement floor was laid down and a large doorway cut in the east end of the building. It is well fitted up with a large well-lighted supply room and with ample facilities for individual experimental work. On account of the location, the fumes of the chemicals never disturb the students in other classes of the same building.

(3) The room formerly used as a chemical laboratory has been fitted up as a physical laboratory. In this will be placed the electric motors and generators, the electric switches and starting apparatus, and the banks of lights in series and multiple groupings for the teaching and demonstrations in physics. Shafting is being put in place so that our large equipment of apparatus in the physics department may be operated by the motors. In this room provision has also been made for the electric stereopticon so that demonstrations in any subject may be presented by pictures and diagrams.

Marriages.

ANNA LYLE

Married—On June 25, at her home in Salem, N. J., Miss Matilda H. Diamond, '05, to Mr. Atlee Davis, of Philadelphia, Pa. Mr. and Mrs. Davis reside at 5848 Carpenter St., Philadelphia, Pa.

Married—On August 12, Miss Anna R. Shrite to William S. Simons, '08.

Married—On August 23, at her home in Edgemoor, Del., Miss Ella May Tyre, '07, to Mr. Herbert S. Fisher. "At Home at Bisbee, Arizona." Thus the cards read.

Married—On September 25, at her home in Elizabethtown, Pa., Miss Elsie H. Lehman, '10, to Mr. Isaac T. Madeira. Mr. and Mrs. Madeira will reside at Elizabethtown, Pa.

Married—On September 30, at her home in Lititz, Pa., Miss Laura Buch, '97, to Mr. William E. Glenn, '97.

Married—On September 4, in Lancaster, Pa., Dr. Jerome G. Hess, '05, to Miss Mary Shee. Dr. Hess is a practising dentist in Lancaster, Pa.

Married—On September 24, Miss Nellie J. Kershner, '11, to Mr. E. Herbert Boone. "At Home after November first, at St. Clair, Pa."

Married—On September 4, at Lawrence, Kansas, Mr. Roy S. McCulloch, '05, to Miss Nellie Winson. "At Home after Sept. 20, at Baldwin, Kansas," the cards inform us.

Married—On August 14, at Millheim, Pa., Miss Myra A. Stover, '12, to Mr. Robert Breon. Mr. and Mrs. Breon will reside at 212 East College Ave., State College, Pa.

Married—On September 16, at Delmar, Delaware, Miss Mary M. Ellis, '07, to Mr. Boyd M. Frymire. "At Home after the 15th of October, at Cresson, Pa.," the cards read.

Married—On September 10, at her home in Jenkintown, Pa., Miss Lillian R. Nightlinger, '97, to Mr. George B. Gifford.

Married—At her home in Steelton, Pa., on October the eighteenth, Miss Anna L. Meshey, '09, to Mr. Albert G. Brussart. "At home after the first of November, The Heights, Lebanon, Pa." Thus read the cards.

Married—At her home in Clover, Virginia, on July the third, Miss Emily H. Mast, '08, to Mr. Henry Wood, Jr. Mr. and Mrs. Wood have set up their lares and penates at Chatham, Virginia.

Deaths.

We deeply regret to announce the death of Josiah Lineweaver, Esq., '62. Mr. Lineweaver was a successful lawyer of the Tamaqua Bar for many years. His death occurred on August 4, as the result of a stroke of paralysis. There are but two of his class left; one is the distinguished Chief Justice of the Supreme Bench, of Pennsylvania. To Mr. Lineweaver's family, many friends and classmates we extend our deep sympathy.

PROFESSOR BENJAMIN FRANKLIN SHAUB, A. M., PH. D.

GEO. W. HULL

Dr. Benjamin Franklin Shaub was born in Strasburg township, Lancaster county, August 25, 1841, and died in Lancaster, Pa., August 31, 1913.

He spent his happy boyhood days on his father's farm. When he was only eighteen years of age he began his successful career as a public school teacher in Lancaster county, where he taught for five years, giving unqualified satisfaction and making many friends. When only twenty-three years of age he was offered and accepted the position as principal of the high school of Bellefonte, Center county, Pa. At the end of one year he resigned this position to enter the Millersville State Normal School, from which he graduated in the Scientific Course with high honor in 1869. So marked was his scholarship that he

was at once elected professor of German and Physics in this institution, and remained in this position until 1871, when he resigned to study law under John B. Livingston, Esq., of Lancaster city.

In 1872 Dr. Shaub was elected County Superintendent of the schools of Lancaster county, which position he held for nearly twelve years, and was regarded one of the best superintendents of the state. In 1883 he was elected Principal of the Millersville State Normal School, and remained at the head of this institution until 1887.

In 1880 he was president of the Pennsylvania State Teachers' Association. In 1875 Franklin and Marshall College conferred upon him the degree of A. M., and in 1885 Lafayette College conferred upon him the degree of Ph. D. In religion he was a Methodist.

As an educator he was a capable and practical man of wide experience and peculiarly adapted to his work. As a Christian he was earnest, faithful and devout, always seeking for the truth. As a citizen he was interested in every effort that would elevate humanity and bring happiness to his fellow men. He reached the ripe age of three score and ten and two years and died in the Christian's faith of a happy immortality and eternal life.

GERTRUDE WESTLAKE ABBOTT.

ANNA LYLE.

The overwhelmingly sad news of the death of Gertrude Westlake Abbott came to us this morning. This occurred on Sunday, October 19th. As yet, we have had no particulars concerning it. Presumably, she died at her home in Jacksonville, Florida, where she has been living since her marriage. It seems so strange, that one so full of vigor and vitality and in the very prime of life should be taken. Gertrude was a brilliant, accomplished woman. Her social gifts were more than ordinary, and wherever she went she was received and was held in high favor. It fills our heart with deep sadness to think that she has been so suddenly, so unexpectedly taken from us. Just a little more than a year ago, her father, who was so long with us, as a beloved and inspiring instructor, was called away. Now our hearts go out in sympathy to her grief stricken mother, her bereaved husband, and her little daughter, too young to realize her irreparable loss. We know that this announcement will carry sorrow to the many Normal friends of her and her family. They will mingle their tears with ours, as we mourn the loss of this dear one.

The Fifty-seventh Anniversary of the Normal Literary Society.

In the neighborhood of one thousand people attended the fifty-seventh anniversary of the Normal Literary Society at Millersville last evening. The actual program commenced at 7:45, while the Normal orchestra played selections from 7:20 to the time of the president's address. The program consisted of the following numbers: President's address, Dr. C. Howard Witmer, of this city, who was graduated from the Normal School in 1902. Prof. J. Stewart Thorbahn, of Lancaster, then rendered a violin solo, entitled *Fantasia* (Scene de Ballet) by Ch. Debériot. The honorary address of the evening was given by Dr. H. M. J. Klein, on "The Maker of a Nation." Dr. Klein, in this address, gave a masterly presentation of the growth of Mexico under the regime of Porfirio Diaz. The prelude in C sharp minor by Rachmaninoff was rendered by Miss Marion Chetwood Coursen, of Millersville. This was followed by a reading by Miss Alice Nicholas Henderson, of Philadelphia, entitled "The Soul of the Violin." Miss Louise M. Crowell, of Millersville, sang a solo from the "Queen of Sheba," by Gounod. The Normal oration was given by Harold D. Kelley, of Huntingdon, Pa., who was graduated from the school in 1911, entitled "In Defence of Public Opinion." Prof. Thorbahn rendered a violin solo, *Humoreske*, by Anton Dvorak. Miss Henderson recited "Jim Fenton's Wedding," which was very well received. The final number of the program was the girl's chorus. As a whole the program was one of the best recently rendered on Anniversary occasions at the Normal School. The Committee and Society may congratulate themselves.

The musical numbers by Miss Crowell and Miss Coursen, of the Music Department, at the Normal School, were exceptional both as to technique and interpretation of their themes. The work of the Girls' Chorus and the Orchestra also deserve high commendation.—*Morning News*.

The Normal Note Book.

SARAH H. GILBERT

On Monday evening, September 8, the first Faculty meeting of the school year 1913-14 was held. Students were enrolled and classified the next day, and on Wednesday, September 10, classes met regularly.

The Class of 1914, with a membership of 83, is organized with the following officers: President, Ammon Kurtz; Secretary, Eda Caton; Assistant Secretary, Anna March; Treasurer, Mary Carson. The motto of the Senior Class is "Velle est posse," and its colors are purple and gold.

The officers of the Normal Society are: President, Henry Heisey; Vice President, Ralph Smith; Secretary, Rachel Hartman; Critic, Marian Anstine.

The officers of the Page Society are: President, Lester Merrick; Secretary, Miriam Smith; Vice President, Edgar Kehler; Censor, Linda Weber.

Mr. and Mrs. Harbold entertained the members of the Faculty pleasantly on the evening of September 12.

On Saturday, September 20, the Christian Associations gave the usual reception (in the gymnasium) to the new students.

The Sunday-school classes follow the plan of work mapped out last year. The Preparatory students have the International lessons, with Miss Gherst as teacher. Mr. Hoffer has the Freshmen, teaching a general introduction to the Bible and a survey of it as a whole. Mr. Kraybill has the Sophomores in the study of Old Testament characters and history. The Juniors take the life of Christ as told in the four gospels, and Mr. Dilworth is their teacher. Dr. Hull has the Seniors studying the Life of St. Paul.

The Board of Editors of the Senior Class has been selected. The members are as follows: Editor-in-chief, Judson LeBarre Folker; Assistant Editor, Mary Carson; Business Manager, Lester Merrick; Assistant Business Manager, Robert Engle; Historian, Marian Anstine; Secretary, Rachel Hartman; Poet, Mary Fritchey; Artists, John P. Krick, Mary Bair and Anna March.

Some members of the Class of 1913 who have visited us this year are Carrie Killian, Guy Bard, Scott Smith, Emory Mumma, Roy Claycomb, Harry King, Samuel Eberly and Ira Brinser.

The tables in the dining room are now placed transversely instead of in long stiff rows up and down the length of the dining room.

The members of the Board of Trustees have individually given palms and ferns to the dining room, adding much to its attractiveness.

Two fine new Singer sewing machines have been added to the equipment of the department of Manual Training and Domestic Art.

A fine new up-to-date auto truck has replaced the old school-wagon for carrying supplies from Lancaster.

The assistants in the Library are Ruth Hull, Helen LeFevre and Jessie Norris.

Maurice Brackbill and J. LeBarre Folker aid Mr. Symons in the book-room.

We are sorry that the Byerly mansion just above the campus has recently been vacated. It seems an ideal place for a family with children to be educated.

A few cases of diphtheria in the village have caused the Model School to be closed from the 7th to the 20th of October.

Superintendent Kraybill, of the Model School, has taken advantage of the opportunity to visit some of the best schools in New York City.

Principal Harbold was an official guest at the inauguration of President Omwake, of Ursinus College, on October 7.

The tennis courts are very freely used these fine autumn days.

Miss Amanda Landes has returned from her vacation over the sea with many interesting reports of her experience. She wrote the Pennsylvania song for the delegates from our State to the great Sunday-school convention at Zurich.

The students that are of the membership of the German Reformed Church were delightfully entertained by Zion's Reformed Church in the village on October 10.

Rev. Lewis S. Mudge, of the First Presbyterian Church, Lancaster, held a reception for the Presbyterian students on September 26. The School allowed the use of the gymnasium, and under the management of Lillian Gherst and Letitia Clark, Mr. Mudge's coadjutors here, it was beautifully decorated for the occasion.

A suitable program for Arbor Day, October 24, has been arranged for the school by a committee. Miriam Gundaker will recite and Lester Merrick will have an oration. Misses Erisman and Bair and Messrs. Baughey and Fitzgerald will have a vocal quartette. The orchestra will furnish other music. Ten members will recite appropriate sentiments. The exercises will begin in the chapel at 3:15 p. m., and will be concluded on the campus with the planting of a tree, named in honor of the class of 1914.

It might be mentioned that "Woodrow Wilson," the fine dogwood planted by last year's class, is still flourishing, like the illustrious gentleman after whom it was named, although many other trees planted at the same time have met an untimely death.

The Lecture Course for the year has been arranged as follows: November 28, the Weatherwax Brothers' Quartette.

January 9, Montraville Flowers, "Life-Lectures with Illustrated Acting."

January 30, Montaville M. Wood, scientist, "Aerial Navigation," "Gyroscope," Ultra-Violet Ray."

March 6, Virginia Brooks, Social Worker.

May 1, Dr. J. Leonard Levy, Lecture, "Marching On."

June 6, Beatty Concert Party.

The Class of 1915 is served by the following officers: President, H. Clymer Burgard; Secretary, Miss Anna Gross. The class colors are maroon and gold.

In his prosecution of the study of rural school problems, Principal Harbold has recently visited country schools in Berks county, and has in contemplation similar visits to some of the schools in Lancaster, Lebanon and York counties.

Miss Euphan Macrae writes from Drexel Hill, Pa., where she has been taking an enforced rest, that she is nearly well again and will be able to resume her school duties at the beginning of the winter term.

Miss Duncan takes Miss Reigel's place as hall-teacher on the first floor, and Miss Curry, Miss Edmunds' place on the fourth floor.

As Normal Anniversary falls on October 31, the usual Hal-low'e'n party given by the teachers to the students will take place the evening before.

Dr. Gordinier is filling many engagements as lecturer at Teachers' Institutes and meetings. He spoke at the fall meeting of the Wayne County Teachers' Association on October 3 and 4. He is booked for Cameron county, October 20; Pike county, week of October 27; Lancaster county, part of the week of November 10, and Columbia and Sullivan counties later in the season. He worked at Institutes in the West and South after the close of the summer school.

Richard Hatton, faithful carpenter of the School for many years, died in August. He had been seriously ill for several months, part of the time in the General Hospital.

An Athletic Carnival, the first of its kind for many years, will be given on Friday and Saturday December 12 and 13, by the men students for the benefit of the Athletic Association. Drills, pyramids, apparatus work and other athletic events will make up the program.

The officers of the Athletic Association are as follows: President, Lester Merrick; Vice-president, John Hain; Secretary, John Krick; Treasurer, H. C. Symons. The Executive Committee consists of Mr. Louis Lyte, Mr. H. C. Symons, J. Le-Barre Folker, Miles Sherts, Lester Merrick, Earnest Craumer, John Hain, John Krick, Robert Engle, H. I. Zimmerman, chairman.

The football season has been very unsuccessful as far as winning games is concerned, the team having lost four games in a row to Stevens Trade School, Franklin and Marshall scrubs, Lancaster High School and Conway Hall. The students are not discouraged and hope to see the Normal boys win the remaining games on their schedule, which is as follows:

October 25, Stevens Trade School, at Lancaster.

November 1, Franklin and Marshall reserves, at Lancaster.

November 8, Lancaster High School, at home.

November 15, Harrisburg Technical High School, at home.

November 22, Tome School, at Port Deposit.

Harry C. Metzger, faithful janitor for forty-five years, had a pleasant surprise on the morning of October 16. At the conclusion of the general school exercises, he was called to the platform, and J. LeBarre Folker, representing students and teachers, made a neat speech, presenting him with a commodious mail wagon for transporting mail to and from the post-office.

Miss Grace Seyfert, School Secretary, has temporarily relinquished some of her duties in the office owing to ill health. Miss Elsie Whittaker, one of our teachers, is taking her place.

Our librarian, Miss Helen A. Ganser, represented the School at the meeting of the State Library Association in Erie early in October.

Miss Ruth Hull was sent as delegate from the Normal Y. W. C. T. U. to the State Convention in Johnstown the first week in October.

With the advent of the squirrel and bird season, and near approach of the rabbit season, our hunter, Mr. H. C. Symons, is enthusiastically making preparations for his customary expeditions to the woods and river.

We appreciate the good care Mr. Baughey takes of our beautiful campus. His latest work has been to raise walks that are too low, and give our fine lake promenade a firm smooth cinder top-dressing, removing all stones.

The only Faculty names on the school roster this term are Hull, Roddy and Dilworth. Ruth Hull is a graduate student studying library work and Charles Wesley Hull and H. Justin Roddy are in the Sophomore and Junior classes respectively. Velma Dilworth is in the Model School.

John William Palmer is the name of the present claimant to the title of "Normal Baby." He is a bonnie lad, the son of our efficient steward.

Another baby of interest to the school is the son of our doctor. His name is Harry Fehl Lenhardt.

Louis Oram Lyte can walk, although his first birthday will not be reached till New Year's day.

Elizabeth Harbold celebrated her fourth birthday on October 10, having a cake with four candles in honor of the event. She had as guests the Misses Pitcairn, Kauffman, Myers, Bausman and Gilbert—all likewise born in October.

Little Mary Harbold was taken ill at Ocean City during vacation and has but recently regained her accustomed health and vigor.

Eleanor Kraybill and Charles Gordinier, near neighbors on Broadway Hall, make a charming pair of congenial little play-mates.

Among the visitors to the School during the autumn have been Miss Alfaretta Curry, Delaware College, Ohio; Miss Laura

Whitcomb, Secretary Philadelphia Alumni Association; Mr. D. C. Jacobs, former teacher; Miss Sarah Gherst, Lebanon; Mr. Daniel Whittaker, Camden, N. J.; Mrs. Paul Byerly, Lancaster; Messrs. Augustus and Simon Keiser and wife and C. P. Kinser and wife, Cornwall; Miss Alice Conard, of West Grove; Miss Hutchinson, of Brooklyn High School; and Miss Richardson, Secretary Lancaster Y. W. C. A.

Two distinguished visitors spent the greater part of Thursday, October 16 with us. They were Dr. Morgan, Principal of Hamilton Normal School, and Principal S. T. Radcliffe, of the London Normal School. Both schools are in the province of Ontario, Canada. These gentlemen are touring the States looking into the various types of Normal Schools.

Tillman E. Garber, Superintendent of Schools of Ashland, Pa., spent several hours with us on the 15th of October. Mr. Garber informs us that Mrs. Garber, who is also a graduate of this school, as well as the Garber children, enjoy their home in Ashland.

A very neat and attractive little book came to us a few days ago, the author of which is Eli W. Weaver, '86. The title of the book is "Vocation for Girls." The book is full of good thoughts and good suggestions, and will serve a good purpose, we feel sure. A copy should be in the hands of every teacher; indeed it should be in the possession of every one interested in the training of young people, we think.

During the absence from school of Dr. Gordinier, who is engaged for several weeks in institute work, Miss Laura Bausman, of Lancaster, is teaching his Latin classes. Miss Bausman is a graduate of Wellesley College and a teacher of experience. Last year she taught in Calvert School Baltimore.

On Saturday, Oct. 18th, the First Annual Fall Athletic Meet for the borough and township high schools of Lancaster county was held on the Normal School Campus. Nearly ninety boys, representing twelve schools entered the Meet. The borough high school cup was won by the Model School boys, and the township high school cup by the Maytown High School.

Basketball

Basketball practice has now been under way for some time and some new material is showing up well. After the football season closes the work of building up a team that will hold up its end with the strongest Normal School teams in the State will begin.

The following schedule, although at present incomplete, has been arranged for the Varsity team:

Jan. 3—Harrisburg Technical H. S. At home.

Jan. 10—Open

Jan. 17—Open

Jan. 24—Shippensburg N. S. Shippensburg.

Jan. 31—Kutztown N. S. At home

Feb. 7—Bloomsburg N. S. Bloomsburg.

Feb. 14—E. Stroudsburg N. S. At home

Feb. 21—Kutztown N. S. Kutztown

Feb. 28—Alumni At home.

Mar. 7—Shippensburg N. S. At home.

A strong schedule is under way for the second team, but at this time it is not in shape for publication. The manager has two requests to make of the Alumni: (1st) that the boys actively engaged in basketball this season drop him a line so that a good team may be gotten together to make Feb. 28 the big game of the season and (2nd) that members having teams and desiring games with Millersville, drop him a line at once. Address L. M. Lyte, Mgr.

Millersville State Normal School

Millersville, Pennsylvania

FACULTY

(Continued from Second Cover Page)

LOUIS McJ. LYTE, Ph. B.,
Geography

HARRY C. SYMONS, A. B.,
Mathematics

C. L. STAPLES, A. B., Ph. D.,
Psychology and Pedagogy

LESTER R. UHRICH,
Bookkeeping and Penmanship

MISS HELEN A. GANSER,
Librarian

IRVIN HOFFER,
Mathematics

MISS EVA C. BALLARD,
Manual Training

HAROLD I. ZIMMERMAN,
Physical Culture for Gentlemen

MISS ELIZABETH HUGHES CONRAD,
Physical Culture for Ladies

MISS ELSIE M. R. WHITTAKER,
English Branches

MISS NAN MILDREN,
Primary Supervisor and Rural School Methods

MISS EUPHAN W. MACRAE, A. M.,
History and Pedagogy

MISS ANNA DUNCAN, A. B.,
German and French

MISS LOUISE M. CROWELL,
Voice Culture

MISS MARION COURSEN,
Piano

MISS BERNICE CURRY,
Kindergartner

MISS GRACE E. SEYFERT,
Office Secretary



3 0112 105900226